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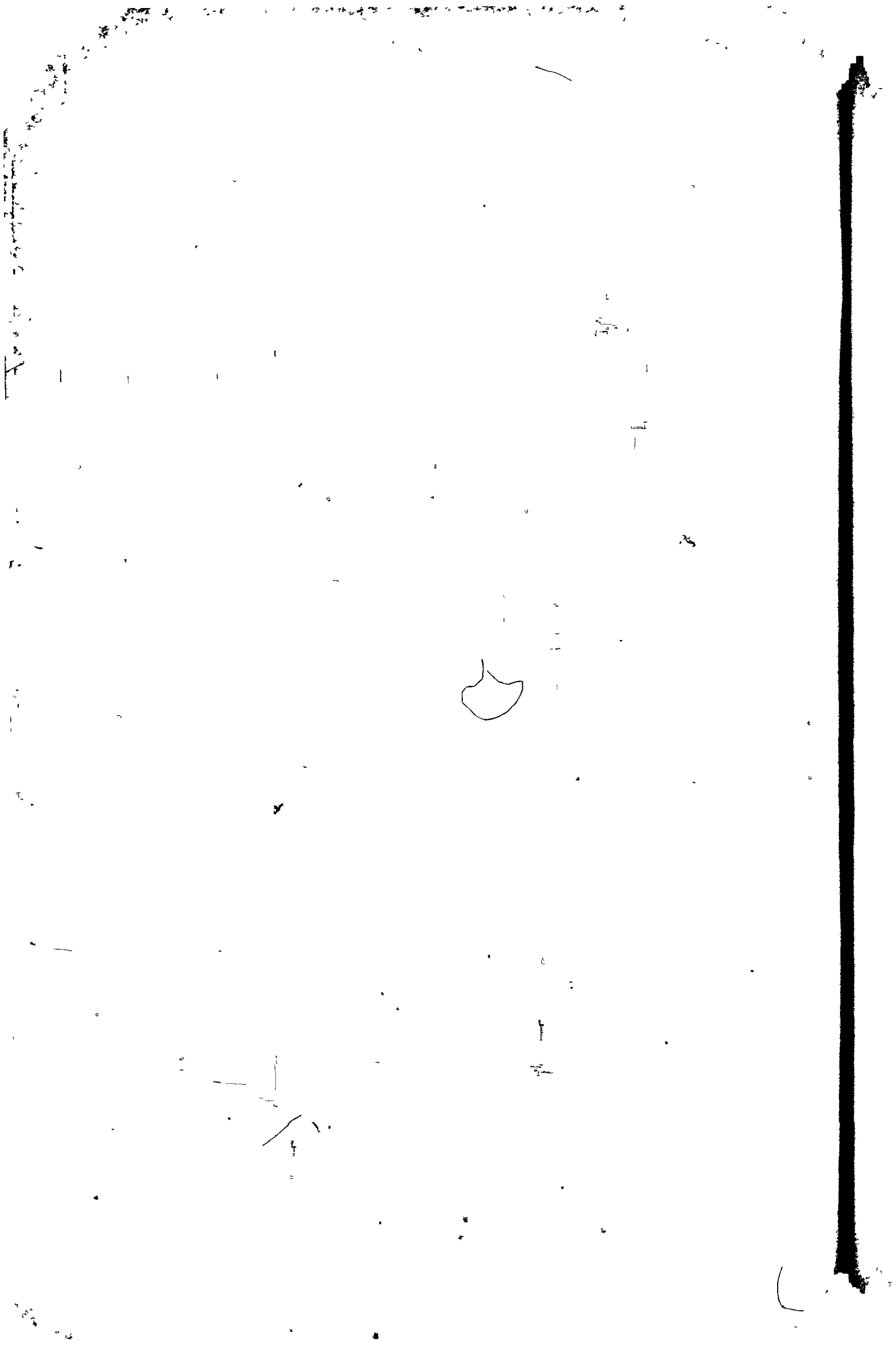
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TENTH ANNUAL REPORT
OF THE
STATE SUPERINTENDENT
OF
PUBLIC INSTRUCTION

TO THE
GOVERNOR OF NEBRASKA,

FOR THE
YEAR ENDING DECEMBER 31, 1878.

LINCOLN, NEB.:
JOURNAL COMPANY, STATE PRINTERS.
1878.



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DEPARTMENT OF PUBLIC INSTRUCTION.
OFFICE OF STATE SUPERINTENDENT,
LINCOLN, Nebraska, Dec. 31, 1878. }

Hon. Silas Garber, Governor of Nebraska:

SIR:—Herewith I transmit to you the Tenth Annual Report of the State Superintendent of Public Instruction for the year ending Dec. 31, 1878.

Very Respectfully,

Your obedient servant,

S. R. THOMPSON,

State Superintendent of Public Instruction.

REPORT.

The school year for which this report is made, closed with the month of December, 1878. The general statistics compiled from the reports of the county superintendents, enrollment of children in school, receipts and expenditures, compensation of teachers, graded schools and the like, are for the year ending April 1, 1878.

The general summary of statistics for the first decade of the system is as complete as it is possible to make it. It shows very clearly the general growth and progress of the system, and will repay careful study.

As our system is now organized I think it impracticable to obtain a very elaborate range of statistics, and even if they were received from the districts, without clerical help, the superintendent could not find time to compile them. On this account I have cut down the statistics in this report to a minimum, with the hope of interesting the general public in them and thus in time being able get reports that will be entirely reliable in all respects.

In making up the statement of resources and liabilities of the several districts, heretofore no account has been taken of the money in the hands of the county treasurer to the credit of the several districts. It appears from the returns made to this office that on April first, 1878, the several county treasurers held \$134,077.20 of money belonging to the districts. The district treasurers, at the same date held \$208,872.26, making a total of \$342,949.46, a large amount of money; and this, too, at a time when there is no special reason for large accumulations.

REPORTS AND BLANKS.

At the beginning of my term of office certain changes in the plan of obtaining district reports were introduced. The principal one was making the teacher's report to the director in such a form that without re-arrangement it can be sent on to the county

superintendent as a part of the report of the district. By this device the complexity of the director's report is diminished more than a half. This plan seeming to be an improvement, it is proposed to modify it still further so as to remove the principal difficulty now met with in carrying it out, viz: that teachers fail to make a report to the director as required by law, or the report is made and lost. It is now proposed to furnish the teacher with a slip similar to the "summary," on the outside of the "monthly and term reports," and let him fill this out and send it directly to the county superintendent, and then file his report with the director as at present. In January, 1877, at the time the estimate of appropriation needed to carry on this department was made, there was an unexpended balance of over \$500 in the treasury, from a previous appropriation to pay for printing blanks. It was expected to use this sum to pay for printing the blanks issued in the spring of 1877, and \$1,200 was asked and appropriated to print two more sets of blanks in the years of 1878, 1879. But the supreme court decided that this \$500 could not be used, and thus this department is without means of printing blanks, which should be issued in January 1879. It will be necessary to appropriate sufficient to print three sets of blanks, for 79, 80, and 81, as that number must be out before the adjournment of the legislature in 1881.

REVISION OF THE SCHOOL LAW.

The act which still forms the principal part of our School Law was passed in 1869. This act contained no general divisions by subjects, but was simply divided into sections numbered consecutively from 1 to 95.

At every session of the Legislature since 1869, changes have been made in the School Law; sections have been repealed and new ones added; provisions have been added to certain sections and removed from others; and the new constitution has practically abrogated several sections and modified others. To make these changes without changing the numbers of the old sections has required much ingenuity, and has led to the adoption of many curious and sometimes not very satisfactory expedients.

The effect of these changes is, that the law is much less easily

understood than it ought to be, and the same subject being treated of in different parts of the law, it is not easy of reference. Under our separate district system, with nearly 8,000 school officers, many of them uneducated and unused to the forms of law, there is no use in trying to have a complicated and obscure law carried into effect. To be observed by men so circumstanced, it must be as plain and plainly written as it is possible to make it.

The work of doing this was committed to the undersigned by the committee on Revision of the Statutes, and was arranged as follows:

First, the whole law was separated into subdivisions, headed respectively:

- I. School Districts.
- II. District Meetings.
- III. District Officers. Election.
- IV. District Offices. Powers and Duties.
- V. District Board.
- VI. High School Districts.
- VII. The County Superintendent.
- VIII. The State Superintendent.
- IX. The Teachers.
- X. Teachers' Institutes.
- XI. School Funds.
- XII. Miscellaneous.
- XIII. The State Normal School.
- XIV. The State University.
- XV. Schools in Cities.

These subdivisions will be numbered separately in sections, so that amendments to any one of them can be made at any time by adding new sections, without deranging the old numbers of the sections of that subdivision, or any other. The following are some of the principal changes made in the law as it now stands:

1. Require a petition to be signed by two-thirds of the voters in a district to compel a division, instead of one-half as now. Also, to require two-thirds from each part of the district, as it will be when divided, instead of as it is now, when a majority in one end of a district can cut off a minority at the other end, whether such minority wish it or not. Many instances of gross

injustice in the operation of the present law have come to the knowledge of the Department.

2. To forbid the formation of new districts between the first of January and the first of August of any year. This is to prevent complications about tax levies and the distribution of the State apportionment.

3. Under the law, as it now is, the Superintendent is required to determine what is *justly* due from an old district to a new, but the manner of doing this, specified in the law, will in many cases work great *injustice*. The revision gives the Superintendent more discretion, so that he may make in many cases a fairer award than is now possible without violating the letter of the law.

4. Wherever the division of property by the Superintendent is not satisfactory, provision is made for an arbitration by disinterested parties, under set forms, by which the whole matter may be adjusted fairly to all.

5. Requires persons to reside in a school district at least forty days before allowing them to vote.

6. Restricts the school tax to 15 mills on the dollar, and building tax to 10 mills.

7. Provides that elected or appointed officers shall hold for the unexpired term.

8. Allow the Director and Moderator to require a new bond when they have reason to think that the Treasurer's bond is invalid.

It will be observed that in these amendments care has been taken to avoid radical changes. The changes made are small, and mostly on matters of detail which need harmonizing, or in respect to which experience shows that changes are necessary to make the law work smoothly. The new legislation is in providing a fund for defraying the expenses of teachers institutes, and providing for State certificates. Perhaps the provisions for arbitrating district disputes may be of this character.

DIVISION OF DISTRICTS.

Serious evils have arisen from the provision of law which allows a majority of the voters in a district to divide the district at pleasure. The principle that a majority should rule is a good one,

but unless some provision is made to protect the rights of the minority, gross injustice is sometimes done to them by a grasping and irresponsible majority. Under the operation of our present law, districts have been divided and sub-divided till nearly every county has districts too small to maintain a good school, even with the highest rate of taxation that the law allows.

The most common motive in this division is to get the school house location changed. Sometimes it is done with the hope of avoiding the payment of bonds issued by the district. A case of this kind is reported where a district was divided so as to leave the school house on one forty acre tract, without a single inhabitant. In another case the superintendent was compelled to form a district with four sections. This was done four years ago, yet the district has never organized and has had no school, though it contains children who ought to go to school. The apparent object in this case was to escape all taxation for school purposes. So many cases of this kind were reported that the matter was reported to the Attorney General, who rendered the following important decision:

FRAUDULENT SCHOOL DISTRICTS.

OPINION OF ATTORNEY-GENERAL ROBERTS.

LINCOLN, April 5, 1878.

Hon. S. R. Thompson, Superintendent of Public Instruction, State of Nebraska:

Yours of even date received. In reply will say: That whenever a certain area of land embraced within one or more school districts is set apart, upon petition of the requisite number of voters in said district or districts; and when it becomes manifest that the intention of said petitioners is not to keep and maintain a school, to hire teachers, etc., but, on the contrary, the manifest intention of said petitioners and residents in said new district is to abolish in that district the system of common schools and common school instruction guaranteed by the constitution and provided for by statute law, which is in effect compulsory—when ever, I say, such intent is apparent, as in the instance of a refusal of electors in said district to qualify and perform the duties of the various school offices to which they have been elected, in said

case or parallel cases, it becomes the duty of the School Superintendent of the county to set back the territory into the original school district or districts—such setting apart having been obtained by fraud, and with the intent to defeat that clause of the constitution, and the laws made thereunder, which guarantees to all persons between the ages of five and twenty-one years free instruction in the common schools of this State.

With high regard, your obedient servant,

GEO. H. ROBERTS.

Another case is reported where the county superintendent was compelled to form a district, or rather to cut off territory from a district, where the total assessed valuation of the part cut off was but \$2,700. By this high-handed outrage—for though done under the forms of law it is nothing else—a number of families were left with no school house, and no money to build one; and with taxable property which at the highest rate the law allows would yield them but \$67.50 a year.

To show that I am not overstating the evils of this matter, I give below extracts from letters written by county superintendents in various parts of the State. These extracts might be greatly increased in number did space permit. The first is from the county superintendent of Dodge county, Mr. G. W. Simpson:

“Two petitions were presented to the county superintendent asking for the formation of a new district, the interested parties claiming majorities on both, which they doubtless had. But how were these majorities obtained? Upon examining into the matter, it appears that those who signed either petition were wholly ignorant of what the result would be. To show that they knew not what they did, we will give the condition of the districts before and after the change.

“District No. 1 contained taxable property—real—to the amount of \$27,022.50, and No. 2, \$26,766, making a total of \$53,788.50. The division asked for gives No. 3, \$18,334.50 from No. 1, and \$12,806 from No. 2, making a total of \$31,140.50. Certainly property enough to support a good school. But what is the condition of No. 1; let us see. No. 1 is left nearly $3\frac{1}{2}$ sections, which taxable property valued at \$8,688! with a school population so

small that our records fail to notice any at all. The old school house and furniture were carefully steered against in casting up the boundaries, and of course they are in the sacred precincts of the pauperized No. 1. The school house in No. 1 is valued at \$450. No. 3 receives 67 per cent of this, or \$301. This indebtedness is certified to the county commissioners and assessed against No. 1 in favor of No. 3.

"No. 1 must not give up her accustomed school privileges, and she casts up the amount necessary to run the school next year—\$300 is a low estimate; this added to the indebtedness gives us the handsome little sum of \$601, which makes the rate of taxation in that district nearly 7 per cent! Is this right? is this just?"

County Superintendent Newell, of Clay county, writes:

"There are six districts in my county that are too small. Four of these are composed of only four good sections each, and two of only two and a half."

Supt. Smith, of Saunders, says: "There are in this county at present . . . at least ten districts that are too small."

Supt. Martindale, of Cass: "There are about seven districts in this county that are too small to support schools without heavy taxation."

Supt. Ewing, of Hall: "Sometimes I am compelled by majority petitions to organize new districts and leave the old ones so small that they can scarcely support school for three months in the year. We have perhaps a dozen districts that are too small, considering the present population."

Supt. Drury, of Burt: "Thirty-one of our fifty-two are too small as to population to keep up a good school. This is a vital question. If the districts can be kept as they are, even now we shall soon grow up to the possibilities of good schools."

Again, in many cases the law works badly by enabling a majority to prevent the division of a district when such division is both proper and just. As new counties are organized into districts, sometimes a district is formed with a small settlement in one end while the other reaches several miles from the school house into land owned by non-residents, but which the district wishes to tax. By-and-by, when that end settles up, the people are too far from the school house for their children to go to

school. They apply for a division, but not being able to secure the requisite one-third to sign their petition, the division cannot be made; and thus the minority continues to be taxed to pay for a school from which they derive no advantage.

But enough has been written to show the nature and extent of the evil; it only remains to point out the remedy.

(1) The law should be changed so as to require a two-thirds majority petition before the county superintendent is compelled to divide a district. (2) Require two petitions to be signed, one for each part into which it is proposed to divide the district. This would prevent a majority at one end of a district cutting off a small number at the other end. (3) Fix a minimum district by taking into account three things: territory, number of pupils, and valuation. That is, allow no new district to be formed with less than — sections, unless the population and the assessed valuation have reached a certain figure. It may be necessary to lodge discretion somewhere, by which exceptional cases may be arranged, but this could easily be done.

The matter of school bond indebtedness is of great importance in connection with the division of districts, and unless some well considered legislation be had soon, hundreds of districts will soon be plunged into interminable and costly litigation. Large districts are formed and then bonded to build a school house. After a time the district is divided, and part of it joined with other territory is formed into a district which is bonded in turn. Thus part of the land in the latter district is bonded twice. An attempt has been made to deal with this perplexing subject in the revision of the code. It is a matter of great importance, and one that should receive the attention of the legislature at an early day.

DISTRICT SCHOOL FUNDS.

The aggregate amount of money handled by our several school district boards is quite large: and every reasonable precaution should be taken to prevent its loss or illegal use. A few additional safeguards may be thrown around these funds without much additional cost or trouble. Some of these may be mentioned:

1. Forbid the other school officers becoming the sureties of the treasurer.

2. Allow the moderator and director, if they discover that for any reason the bonds of the treasurer are not sufficient, to require additional security.

3. Require the director to make his report to the county superintendent under oath, stating that a bond with good security has been taken of the treasurer, and forbid the county treasurer to pay over the June apportionment till this report is received.

These additions to our present law would remove a great part of the present liability to loss of our school funds. Beside these amendments looking to the security of our funds, certain other additions to our law are desirable :

1. When money has been raised to pay bonds, or to build a school house, and of this a surplus is left, the district should be authorized at the annual meeting to transfer these surplus funds to some other purpose. Perhaps they now have by implication this authority, but it would be well to have it expressly stated.

2. A number of county treasurers persist in charging a per cent for the disbursement of the state apportionment. This is now illegal but should be distinctly forbidden.

3. In regard to the formation of a sinking fund to pay district bonds: The act approved February 25, 1875, provides that all money belonging to a sinking fund in school districts shall remain in the county treasurer's hands till the maturity of the bonds. Under this provision a district may be compelled to raise money eight or ten years before it can be paid, and let it lie in the county treasurer's hands all this time. It is absurd to have money belonging to the district lying idle so long and drawing no interest.

Instead of this, as fast as the money accumulates, the district officers should be authorized to buy up their own bonds in open market and cancel them, or when this cannot be done to invest their sinking fund in some other good bonds till such time as it can be used.

A STATE TAX FOR PUBLIC SCHOOLS.

The State should foster public instruction for both *political* and *economical* reasons.

1. The prosperity, stability and perpetuity of the State are matters of supreme concern.

To secure these are needed skilled law-makers, intelligent voters, and law abiding citizens. Public education is the most effective means yet devised to promote general intelligence; and thus becomes a practical necessity in every free State.

2. General intelligence, resulting from popular education, is effective in *preserving* property by the actualization of justice, and *increasing* property by productive industry. This is the economic basis of free schools.

Our school system is not benevolent, but economical. School moneys properly expended are not a gift in charity, but an investment for profit. The property of the State is made to educate the children of the State, because this is the best way to promote both the accumulation of wealth and its safe enjoyment.

These principles are the foundation, and in such considerations we find the justification, of every system of public instruction.

Further; the wealth and intelligence of a self-governing state is the average of the wealth and intelligence of its citizens. It is also equally true that the dignity, enterprise, and progress of a state are but the average of the manifestations of these qualities in the several subordinate communities of which the state is composed.

The vice or ignorance of one community produces injurious effects in other parts of the state. The whole state is taxed to build the state penitentiary. When great expense is incurred in convicting a murderer, every tax payer in the county must bear his part of the expense. The state is an organic whole made up of parts so mutually related that the welfare of each is to some extent the welfare of all.

Thus each individual has a pecuniary, a social, and a political interest in the welfare of the state as a whole; but a greater interest in advancement or condition of the subordinate community in which he dwells. This indicates that a state tax for school purposes should not be as great as the local tax; a principle that is carried out in nearly, or quite, every state in the union professing a school system worthy of the name. As a question of right, there is no more reason why one man's property should be

taxed to educate the children of other men, than that the property of one community in one part of a state should be taxed to provide education for the children of another community. Each is simply a means of promoting the general welfare.

It is generally agreed that local school tax should exceed that levied by the state, but what ratio they should sustain to each other, is a vexed question.

Experience has shown that, under our institutions, it is detrimental to popular interest in education to have it furnished almost entirely by the state, either through a school fund or otherwise. On the other hand, experience teaches with equal clearness that it is impossible to organize an effective school system without any state aid. The right adjustment of these two—state and local contribution—to the support of education, is an important matter, and deserves attentive consideration. Its solution involves principles of the highest statesmanship and the soundest political economy.

Some of the things to be considered in determining the proper relation of state to local taxation for the support of schools may be mentioned.

1. A state that assumes to direct the management of a school system should provide means for its support in some degree commensurate with the extent of its control. Important educational and pecuniary advantages are derived from systematizing the educational work of the state. It would be easy to prove that our present system of district and county reports, by the safeguards they throw around school funds, and the difficulties they put in the way of illegal or unwise expenditure, has saved the state five-fold the cost of all the agencies used in procuring them. A school system is like an army, it is more effective when well organized. But there is no other way of binding together the parts of a school system to be compared in simplicity and efficiency with the annual distribution of a respectable state fund, whether derived from state tax or otherwise.

2. There are now great inequalities in the burdens which different districts have to bear in sustaining the school system. A state tax tends to remove this inequality. The extent of the variation in the amount of tax paid in different districts will sur-

prise any one who has not given attention to the subject. I cite a few examples taken at random from the last reports: In Dodge County the rate of school tax varies in different districts from 2 to 25 mills; in Valley County, from 5 to 35 mills; in Harlan, from 4 to 25 mills, and in Douglas from 3 to 25 mills. Here we see that in some districts a man will pay on a hundred dollars seventeen times as much as in others. Two farms of equal value lying side by side, but in separate districts—the owner of one pays six times as much school tax as the other.

When we take into account the length of time school is kept open in the year, the disparity is still greater. For example: District No. 37, in Douglas County, with 5 mills tax, has nine months of school; while district No. 44, in the same County, though paying a tax of 16 mills, has but four months of school in a year. Again, many counties are heavily taxed to pay interest on bonds given in aid of railroads. The districts through which the road passes have compensation for this in the opportunity to tax the road bed for school purposes; but districts elsewhere in the county pay heavy taxes on railroad bonds, but have no such compensating advantage. An increase of state tax, by diminishing the necessity for local taxation would tend to equalize this disparity.

3. The whole amount of state tax for school purposes apportioned to the different counties in 1877 was \$66,684.09. The whole amount from the state fund and other sources was \$102,503.79 or \$169,287.88 in all.

The amount raised by *local* school taxation was about ten times the amount of state tax, and about four times the amount distributed by the state. Of the whole amount expended for school purposes last year, amounting to \$841,062.58, the state furnished \$169,287.62, and the districts \$671,776.06.

4. Good schools in the newer counties are a strong inducement to immigration. The reputation of Nebraska schools has had its effect in encouraging settlers to come among us. But it is impossible to keep up good schools in the frontier counties without considerable aid from the state. Help given to these poorer counties now will be returned many fold in the near future.

By referring to the summary of statistics it will be seen that from 1874 to 1877, the amount apportioned from the state to the districts steadily increased. In 1878, the amount is somewhat increased, being a little more than 1876, but less than in 1874 and 1875. I am convinced that the reduction of the state tax from two mills to one was a mistake. It stopped many schools altogether and discouraged and crippled others. For the considerations urged above, and from a careful study of the results, I am clearly of the opinion that the state tax for schools should be increased at least one-half mill.

THE SCHOOL FUND AND SCHOOL LANDS.

THE TEMPORARY FUND.

During the year ending Dec. 31, 1878, there have been placed to the credit of the temporary school fund, and distributed to the counties, by them to the school districts, as follows:

Interest on lands sold.....	\$129,033.50
" leased lands.....	62,633.93
" private loans.....	2,540.00
" state and county bonds.....	73,572.25
School tax collected.....	170,185.81
From other sources.....	349.63

The total amount distributed in 1877 was \$169,281.88, and in 1878 \$205,637.88, and increase of \$36,356.00. The rate per pupil in 1877 was \$1.83; in 1878, \$1.99 per pupil. The amount apportioned in 1878 from the state fund to the several counties was increased by the sum of \$5,655, derived from fines, licenses, etc., making a grand total distributed by the county superintendents to the districts, of \$211,293.81.

THE PERMANENT FUND.

The exact amount of this fund cannot be told; we can only approximate to it. In fact its productive value within moderate limits is constantly changing; more land is leased; leases are thrown up; land is sold; or contracts are abandoned.

The whole amount of land leased prior to 1877 was 80,381 acres; the amount leased since 1877 is 100,918 acres; making a

total of 181,299 acres at an average price of \$4.45 per acre. Prior to 1877, 110,362 acres were sold at an average price of \$9.26 per acre. Since January, 1877, 26,819 acres have been sold at an average price of \$7.54. 181,299 acres at \$4.45 per acre gives a valuation of \$806,758, which is at 8 per cent.

The value of the unpaid principal of school lands sold can be estimated by taking the income from this source, in 1878—\$46,635.43—and calling it 6 per cent of productive fund, which will give a sum very near the true amount. The income in 1878 from interest on unpaid principal of school lands, was \$46,635.43, which indicates a valuation on which it is paid of \$777,257.16.

The total productive school fund at this date, as nearly as it can be ascertained, is as follows:

Invested in State bonds.....	\$426,267.35	
“ county “	52,500.00	
“ school district bonds.....	7,800.00	
“ private securities.....	49,600.00	
Estimated as explained above	\$	536,167.35
Unpaid principal of school lands	\$777,257.16	
Leased lands (valuation)	806,758.00	
		\$1,584,015.16
Total amount of productive permanent fund.....	\$2,120,182.51	

By the constitution this is made a trust fund; if any part is lost the State must replace it; the interest of it can be used for the payment of teachers' wages, and for no other purpose.

It will be seen that during the last two years the permanent school fund has increased faster than the income from it. This has been brought about by several causes. First, within two years the investment of a large part of the fund has been changed from state certificates, bearing ten per cent interest, to state bonds, paying but eight per cent. Second, all unpaid balances on school lands sold previous to 1877 paid ten per cent interest, since that time but six per cent. Another circumstance which has given rise to the opinion that the income from the school fund has diminished more relatively to the fund itself, is that for two years

the accretions to the distributable school fund from state tax is much less than before that time.

The state tax for schools was changed from two mills to one in 1875, but the change did not make itself felt much till 1877 and 1878.

But these various drawbacks no longer operate, and henceforth we may expect the permanent fund steadily to increase. Its investment is now as safe and good as it is possible to make it. The only exception to this is, the \$49,600 of private loans made many years ago. Under the new constitution, no such doubtful investment can be made.

There still remain to be disposed of nearly two and a half millions of acres of land, which, if properly cared for, will in time give us one of the noblest school funds in the West.

TEACHING FOREIGN LANGUAGES IN OUR PUBLIC SCHOOLS.

Inquiries have frequently been made of this department as to the propriety or legality of the teaching in our public schools of other languages than English. To these inquiries I have replied substantially as follows:

1. The law contemplates that, in general, instruction shall be given in our schools in the English language. This is the prevailing language; our laws are published in it; ninety-nine-hundredths of all newspapers, books, reports, and other sources of public information are printed in English. On this account, it is desirable that foreigners and their children born here should learn the English language as fast as possible.

But it must not be forgotten that there are in the State a large number of people who do not understand the English language; and in many cases these families live in "neighborhoods," "colonies," or "settlements," where they seldom hear the English language spoken. In such places, the children learn English slowly or not at all. Any instruction in the sciences they get for some time to come, must be in their own vernacular. Yet it is just as important for the safety and welfare of the State that these children should be educated as any others. They are to be our future citizens; if we wish them to be intelligent and useful, we must see to it that they have school privileges, and are not

left to grow up in ignorance. Most of these people are strongly attached to their mother tongue; their early recollections are bound up in it; their memories of their old home in fatherland are inseparable from the language they have spoken. This affection for their mother tongue is natural, inevitable, commendable.

But still the necessity of learning English exists. The safety and perpetuity of the State must be cared for, the high and useful function of the free public school to blend all nationalities into one—the American—must not be abrogated.

With the desire of meeting the wants of this class of non-English speaking citizens, and of making our schools secure the greatest good to the greatest number, I have advised: 1. That in districts where a large part of the children cannot speak English, a teacher should be employed who can speak both English and the vernacular of the children. I think it better that this teacher should use the English as his native tongue and have learned the language of the pupils. But if a foreigner has a good use of English, and will carefully endeavor to make it the leading language of the school, he may well be licensed to teach.

As regards instruction, it should be given in English in all cases except where the pupils cannot read English; and then the main business should be to teach the pupils to understand English as fast and as far as possible. Where this arrangement is carried out in good faith the children will all soon learn to use English and may continue their education in it. I find that nearly all intelligent foreigners with whom I have talked on this subject, approve of this manner of dealing with it. Most of them are anxious to have their children learn English, but at the same time they do not wish them to forget their native tongue. I have advised that a teacher must have a good knowledge of and ability to use the English language before receiving a certificate, no matter what his acquirements in other languages may be. We cannot afford to lower the standard of English teaching in order to allow foreigners to teach. Let them learn the language of the country and then we welcome them.

THE TEXT-BOOK QUESTION.

The enactment of 1869, designed to secure state uniformity of text-books, was well intended and has done good. But as no

way of enforcing its observance was provided, it has been disregarded in many districts, and we are but little if any nearer state uniformity to-day than when the law was passed.

Persons have made complaint to the Superintendent that frequent changes of text-books were made, entailing great expense on parents without adequate compensating advantages. Such complainants have been informed that almost every change in text-books for the last five years has been made without authority of law.

The list made by Mr. Beals in 1869, and slightly increased (but not changed otherwise) by Mr. McKenzie in 1872, is still the legal list, and no other books can be used but in violation of law.

In 1877, 1,065 districts were reported as using the state list; and in 1878 the number reported was 1,114. But as in both these years no report of this item was made from a number of counties, the figures indicate no more than that about one-half of the districts in the State are using the prescribed list. It is to be presumed that a good many districts have a uniformity of books other than those on the state list, but of these I have no report.

Uniformity of text-books in a single school is necessary, because where there is a diversity of text-books good classification is impossible, and instruction is not so easily or profitably given. With uniformity and the best classification possible our country schools have too many classes; but when various kinds of text-books are used the evil is greatly increased, and the time of the teacher is frittered away among a multitude of classes without time enough to do much for any one of them.

But uniformity of books in all the schools of a city, county, or state is desirable on entirely different grounds. Here it is needed to lessen the expense of persons who move from one part of the county or state to another. It is also of advantage in this, that where certain kinds of books are used throughout a considerable section of country, dealers will be more likely to keep a supply constantly on hand, and thus persons wishing to obtain books may do so with certainty at any time.

Undoubtedly many pupils in this State have been kept out of school because their parents, on coming into a new district, felt themselves unable to purchase the kind of books there in use.

Uniformity in each school, then, being necessary for the most economical use of our school machinery, should be secured at once and in some way; state, county, or precinct uniformity, though desirable perhaps, is not such a pressing necessity as the other; and we may well pause before we undertake to require one-half the districts in the State to change their text-books at a total cost to the State of \$30,000 to \$40,000.

FREE TEXT-BOOKS.

The plan of furnishing text-books by the district as other school apparatus of instruction is furnished, is rapidly growing into favor in both east and west. For this plan is claimed:

1. The necessary books are ready at the beginning of the term and no pupil is kept back by waiting till he can send to the store for his books.

2. Every pupil has the right kind of books and enough of them.

3. Absolute uniformity is secured at once and can be kept up without difficulty.

4. Needed changes in books can be made without additional cost; since when one lot is worn out a different kind can be bought without additional expense above what the same kind would cost.

5. More pupils come to school where books are free, and thus the benefits of the school are extended to a larger number. Pupils stay longer in school where they do not have to buy books.

6. It is much cheaper. The books can be bought in quantities at wholesale, at a reduction of from 20 to 40 per cent below retail prices. Also, experience shows that books last longer when owned by the district than when they are the property of individual pupils; partly, because they are kept in the school house and free from the wear and tear of home use, and of carriage to and fro; and partly because the books are used till worn out, being used by several pupils in succession. A careful collation of several hundred experiments shows that when text books are furnished by the district, the whole expense for books for a series of years will be less than half of what it would have been under the plan of individual ownership.

7. Where free text books are furnished, if a man moves into the district his children can go into the school at once, without additional expense, and when he leaves for a different locality he does not carry with him a large number of text books, for which he will find no use in his new place of residence.

These and other things are claimed by the friends of free text books, and I must say that the experience of districts that have tried the plan in this State, goes far to confirm them.

In the reports for 1877, sixty districts were returned as having this plan on trial. As nearly as can be ascertained at the present time, about seventy-five districts are furnishing free text books. In the month of May a circular of inquiry was addressed to a number of these districts, asking the following questions:

1. How long have you been furnishing free text books?
2. What reduction from retail prices did you get when you purchased your books?
3. What is the average cost to the district per annum, per pupil?
4. How does the plan work?
5. What difficulties do you meet?

To the first question the answers varied from "one" to "five years."

To the second question, the answers show that an average deduction from retail prices was made of about 25 per cent; but some received 40 per cent off.

To the third question, the answers varied from 50 cents per pupil, per year, to \$1.25.

To the fourth question, one reports "a failure," another "badly," the remaining eighteen of the twenty reporting, speak of the plan as working "admirably," "well," "popular with teachers not opposed by patrons," "great advantage," "works very satisfactorily," "perfect success," "could not have had a school without it," etc., etc.

To the fifth query, one answers, "pupils do not like soiled books, and do not take care of them"; others answer, "no serious difficulty," "principal difficulty is the choice of books, and perhaps the total depravity of some pupils," "to induce teachers to

feel responsible for the care of the books; this ought to be stipulated in the contract," "no difficulties," etc., etc.

Of the two districts that report "failure and dissatisfaction," one furnished books only to those too poor to buy them; and both are unable to tell the expense of the experiment, showing that the matter was not carefully managed. As it is, 90 per cent of all districts reporting are highly pleased with the plan.

Suggestions.—(1) Districts that now furnish, or contemplate furnishing free text books, should present the question at the annual meeting, and have a tax voted for the purpose.

(2) Buy all books needed at the same time and from the same dealer, and thus get the best reduction from retail prices possible; this should not be less than 25 per cent, and in some cases may be more.

(3) Provide a strong book case or closet in the school house, one that can be locked up and in which the books can be stored for safe keeping. A case with as many compartments as there are pupils in the school, is very convenient, to prevent mixing the books in charge of different pupils, when the books are temporarily stored away.

(4) Have all the books numbered and labeled as soon as bought, with a label something like the following:

TEXT BOOK LIBRARY NO.....

This Book belongs to

SCHOOL DISTRICT 87,

LANCASTER COUNTY.

1. Books must not be taken from the school room without the express permission of the teacher to each case.

2. Books must be accounted for to the Director, by the teacher, at the end of each term.

3. In case of the loss or material injury of a book by a pupil, the book must be replaced by the pupil.

4. The teacher will keep a strict account of what books are loaned, and to whom.

5. To mark upon or otherwise deface any book furnished by the District, must be regarded as a serious offence.

6. The teacher has full authority to enforce these rules.

(5) Provide a book in which to keep a catalogue of books, and a record of those loaned to pupils.

(6) Make the teacher responsible for all losses that follow from want of care by him.

(7) Keep an accurate account of all expenditures for books, so that it may be possible for the district to judge intelligently from year to year whether it pays to continue the plan.

DISTRICT INDEBTEDNESS.

The entire amount reported to this office was \$1,036,245.02, on the first Monday of April, 1878. This was \$3,000 or more less than the amount reported in 1877. Of the whole amount, \$199,061.02 was floating, and \$837,184.00 bonded.

At the same date, there was of moneys in the hands of district treasurers the sum of \$208,872.26, or something more than the whole amount of floating indebtedness. There was also in the hands of county treasurers the sum of \$134,077.20, making a total of available cash resources of all the districts of \$342,959.46. Taking this from the whole amount of indebtedness leaves still the enormous sum of \$693,286.56.

But this showing, bad as it is, does not exhibit the worst features of this unfortunate business.

In averaging the whole State in this way, we cover up the fact that districts which have the large amounts on hand are not those which are in debt. It is only a minority of the districts that have any heavy indebtedness. Looking through the county reports at random I find such things at this: A county with \$7,700 bonded debt, and \$1,196.96 floating. In this county, the total income from all sources for the year was \$857,38. The whole expense *paid* was \$689.67; the whole expense *incurred* \$1,358.10, making an increase in the floating debt of \$668.43, or about two-thirds of their entire expenditure. In this county the interest on the debts of the districts is more than four times the whole amount of money raised by school tax in the year.

Here is a district in which the total indebtedness is ten times the whole income for the last school year, and sixteen times the whole amount raised by a district tax.

Here is another which has a total indebtedness of \$2,554.00, all but \$54.00 being bonded. The total expenditure of the district was \$81.00; the total receipts \$92.00. In this case the interest on the debt, at 10 per cent, is about three times as much as the entire expenditures for school purposes.

And these are not isolated cases, but are types of a large number. In view of such facts, is it not plain that districts should be restricted in regard to their power to incur indebtedness. This has been done in the case of bonded indebtedness, and should be done as regards the other.

But there is a feature of the bonded debt which demands special attention at this time. Before the present restrictions on bonding districts were adopted, many districts plunged recklessly into debt, and the bonds are beginning to become due. In several cases the court has issued a mandamus compelling the authorities to levy a tax sufficient to pay off the bonds due at once. It is reported that in one instance this required a tax of twenty per cent (two hundred mills). Such a tax means ruin and distress for nearly every one who lives in the district, and there is urgent need for some plan whereby this necessity may be obviated. Perhaps the only feasible way will be for the district, by an agreement with the bondholders, to take up the old bonds and issue new ones. This will enable the district to levy a tax yearly, so as to form a sinking fund, and thus pay the bonds by installments running through several years, instead of all at once. This has been done in several cases, and I am informed by high legal authorities is strictly legitimate.

AN OMISSION TO BE SUPPLIED.

The legislature of 1875 failed to make any appropriation for postage, stationery, or any contingent office expenses whatever for the school department. In consequence, the superintendent, my predecessor, was compelled to pay these expenses from his own pocket. The amount paid out in this way—and the public business could not have been carried on without it—was \$187.26, a bill of the items of which, with proper vouchers, is on file in this office. It seems unjust that a faithful public officer should

be compelled to carry on the public business at his private expense. It is respectfully suggested that an appropriation should be made out of which this sum can be refunded.

TEACHERS' INSTITUTES.

The school law enacted in 1869 provided for both county and district institutes, and ever since that time these gatherings of teachers have increased in numbers, popularity, and usefulness. Their influence on the improvement of our schools has been important and valuable.

During the year 1877 county institutes were held in rather more than half the counties of the State; and three Normal institutes during the summer vacation, one at Grand Island, one at Plattsmouth, and one at Pawnee City.

A county institute of four days duration does not afford much time for systematic instruction, and is chiefly valuable as a means of awakening the zeal of teachers and inspiring them with a desire to excel.

At the beginning of 1878, there seeming to be a demand for a greater number of normal institutest han ever before, it was determined to organize them on a more extended scale than had hitherto been tried. The general plan of the campaign was agreed upon at the county superintendents' convention, in April, and in time successfully carried out, as will appear from the statistics given below. I give the place where held, the length of time, and the names of the principal and instrnctors:

- | | | |
|----------------------------|---|--|
| 1. Pawnee City, six weeks. | | { D. E. Sanders, Principal.
D. S. Dusenberry. |
| 2. Blair, Six | " | { W. E. Wilson, Principal.
I. N. Jones.
B. H. Robinson.
L. C. Catherwood.
Miss Nellie Harmon.
Miss Vesta Noyes. |
| 3. Lincoln, four | " | { S. G. Lamb, Co. Superintendent.
W. W. W. Jones.
F. L. Snodgrass. |

4. Fremont, four	"	{ A. R. Wightmen. Mrs. Jennie Wolcott. Geo. L. Simpson, Co. Supt.
5. Columbus, four	"	{ S. L. Barrett, Co. Supt. C. D. Rakestraw.
6. Hastings, four	"	{ J. M. McKenzie. F. P. Olmstead. C. J. Davis.
7. Weeping Water, four	"	{ D. D. Martindale, Co. Supt. F. L. Snodgrass.
8. Seward, four	"	J. D. Messenger, Co. Supt.
9. Wilber, four	"	{ Thos. L. Dixon, Co. Supt. H. N. Blake. Mrs. H. N. Blake.
10. Schuyler, two	"	John Sprecher, Co. Supt.
11. Omaha, two	"	{ J. J. Points, Co. Supt. J. B. Bruner.
12. Ashland, two	"	{ A. L. Vandeman. Fern Pierce.
13. Fairbury, two	"	{ John L. Goehring. G. A. Critchet.

The state superintendent divided his time among these institutes giving instruction for about a week at each.

The instruction consisted in reviews of the different common school branches with reference to methods of teaching them. At nearly all, much attention was paid to principles and methods of organizing and managing schools. In some cases classes were taught in presence and under the criticism of the instructors. In all cases the work done was such as teachers could profit by, though, of course some institutes were better in this respect than others.

The chief drawback to these institutes was the expense attending them. The instructors had to be paid by the teachers present, which was in some cases a heavy tax, even though the instructors were poorly paid. In fact, though many of the very best teachers in the state took part in the instruction, the average

compensation would not exceed that paid common school teachers in the most backward district in the state.

I earnestly urge that the legislature be asked to provide a small fund by which instructors at these normal institutes may be paid. Perhaps the most feasible way to do this will be to charge a small fee for examination of teachers, and let this be used to pay institute expenses. To the amount thus raised the state could well afford to add a small sum. I think it wise policy on the part of the state to encourage this disposition of the teachers to improve themselves. A state that expends nearly a million dollars a year on her schools, can afford to spend a thousand more, to secure the better expenditure of the larger sum.

NEBRASKA STATE UNIVERSITY.

Located at Lincoln, opened in 1871, Rev. E. B. Fairfield, D.D. LL.D., Chancellor. Professors, eight; Tutors, six; other employees, two. Appropriation made by the legislature in 1877: for instruction \$21,500.00, per annum; for current expenses, \$5,750.00, per annum; permanent improvements \$1500, per annum; repairs \$2,000.00.

The following brief statement furnished by the Chancellor contains some items of general interest:

By the act of the legislature the Regents are authorized to establish five colleges, as follows:

1. A college of Literature, Science, and the Arts.
2. An Industrial college, embracing Agriculture, Practical Science, Civil Engineering, and the Mechanic Arts.
3. A college of Law.
4. A college of Medicine.
5. A college of the Fine Arts.

As yet only the first two have been established, with regular courses of study, as follows: classical, scientific, philosophical, literary, civil engineering, agricultural, longer and shorter.

Fourteen instructors devote their time to the University. The library contains 2100 volumes, well selected. The cabinet consists of many thousand specimens in the various departments of

Natural history. Extensive and well selected apparatus for illustration of chemistry and physics.

For accommodating those who wish to prepare for entering the Freshman Class, a preparatory department has been organized. Those seeking admission to it must pass satisfactory examination in Practical Arithmetic, English Grammar, Descriptive Geography, and history of the United States.

Tuition free to all, except for music, painting, and drawing. An extra charge of \$30 a year for each of these branches. The attendance in all departments of the University for the past two years has averaged over 250. In the University proper, it is sixty per cent more than two years ago.

This account, by the Chancellor, of the liberal support and able management of the Scientific and Classical departments of our State University, will be a source of satisfaction to every friend of higher education in the State.

It is to be regretted that as much cannot be said of the Industrial department. The general government made to the State a donation of 90,000 acres of land, worth to-day, not less than \$300,000.00, for the promotion of industrial education. This grant with its conditions the State accepted, and simple good faith requires that we should perform our part of the contract. It is plain that the expenditures in connection with the Agricultural department have not been at all commensurate, either with the importance of the department, or with the solemn engagements of the State, when it accepted the land grant.

We are slow to accept the truth that industrial education is the demand of the times. Our future wealth and power must come from the development of our manufacturing and productive energies.

The State University may be made a great power in carrying on this work.

One enterprise undertaken by the Agricultural department of the University deserves especial mention. This is the holding of Farmers' Institutes in different parts of the State, for the collection and dissemination of information on agricultural and kindred subjects. A meeting of this kind in Lincoln last winter was well attended and most profitable. A considerable number of

such meetings, under the management of Prof. Culbertson, are to be held the coming winter, and will undoubtedly be productive of much good.

STATE NORMAL SCHOOL.

Located at Peru, Nemaha county. Opened in 1867. Robert Curry, A.M., Ph.D., Principal. Assistant teachers, eight; other employees, one. Students enrolled in 1878, 332. Legislative appropriation in 1877: For teachers' wages, \$8,000 per annum; current expenses, \$2,100 per annum; permanent improvements, \$200.

This institution, during the past year, has moved steadily on with increased prosperity and usefulness. All changes made in its course of study and general management have been with the purpose of making it more exclusively a school for the training of teachers. More than half of those who enter have already been engaged in teaching from one term to several years; and nearly all that attend it will engage in teaching. In June last, thirty-seven students graduated, four of them in the higher course, and thirty-three in the elementary.

The classes which expect to graduate next June contain respectively, eighteen in the five years course, and fifty in the elementary or two years course.

I am firmly convinced that no one of our state institutions yields a greater return to the public than the Normal School. Its students are usually earnest and successful teachers, proud of their calling and willing to work for its advancement. During the two years just passed, the board of management have twice found it necessary to employ an additional teacher to meet the wants of the increased attendance; and the only way these additional teachers could be paid was by cutting down the salaries of the other teachers. This ought not to be necessary, and it is to be hoped that the next legislature will increase the appropriation for teachers' salaries.

At the close of the last year, the school of practice, which had been kept up for two years without expense to the State, was discontinued. I think such a school a valuable auxiliary to a nor-

mal school, but without state aid it is difficult to keep it up in such a shape as to be profitable to the school.

In the way of aids to instruction the school greatly needs a supply of chemical and philosophical apparatus. As the sciences are now studied, first-class instruction cannot be given without such apparatus.

NEBRASKA INSTITUTE FOR DEAF AND DUMB.

Located at Omaha. Opened in 1869. J. A. Gillespie, Principal. Assistant teachers, three; other employees, nine. Pupils, fifty-two. Appropriation made by legislature in 1877: For instruction, \$2,930 per annum; for current expenses, \$9,500 per annum; for permanent improvements, \$1,437.

This institution aims to give to its pupils a good common school education, and especially to give them a command of the English language. The highest branches now taught are Physiology, Universal History, Geography, and Arithmetic.

The Principal, in a letter just received from him, says: "We teach articulation as a branch of our work. We do this by means of Bell's Visible Speech, a system founded upon the positions the vocal organs assume to produce sounds. As to trades we have but one, printing. We have now twelve boys learning this. They print the 'Mute Journal of Nebraska,' and I think do very creditable work. The smaller boys are trained in gardening and farm work. The girls are taught housework and sewing."

The Principal suggests that an appropriation for the erection of shops should be made, a suggestion in which I heartily join. It is highly important that the pupils of this institution should as soon as possible be made able to support themselves. This they cannot, as a rule, hope to do by any form of literary work. A few may become teachers in other institutions, and a few, perhaps, find employment in other lines of work where their scholastic training can be directly used; but the great mass of the pupils must learn to support themselves by some form of manual handicraft, or be always a burden on their friends and the State.

Deaf mutes being active, keenly observant, are naturally well fitted for learning such manual arts as do not need the use of the sense of hearing.

I venture to suggest that the Russian system of teaching mechanic arts seems well adapted to the wants of such a school. By this system a pupil is taught the fundamental manual arts which underlie the trades, leaving the learner to acquire the constructive part of his trade in a shop. The necessary expense of fitting up a shop for teaching many kinds of trades is so great that it is difficult to secure the means. By the Russian system the necessary outfit is comparatively small. Why should not the girls be taught printing as well as boys. The girls could also learn scroll sawing, fret work, and various kinds of light handicraft, which in time could be made to aid them in obtaining a livelihood.

NEBRASKA INSTITUTION FOR THE BLIND.

Located at Nebraska City; opened in 1875; J. B. Parmlee, Principal; assistant teachers, three; other employees, five; pupils December, 1878, twenty-one; appropriations made by legislature in 1877, for instruction, \$3,000 per annum; for current expenses, \$6,000 per annum; for permanent improvements, \$9,357.38.

This worthy charity is well managed, and doing excellent service. The following clear statement of the condition and operations of this institution is made by the Principal.

The statute creating and governing this institution wisely contemplates the education of the blind in all those arts and sciences which will in practical life assist them in gaining a livelihood and fit them for society and citizenship.

To secure this end the school has been divided into three departments, viz: The literary, musical, and industrial, separate in themselves, yet forming one complete course of instruction.

The school proper is conducted upon the same general principles and with a course of study identical with that of our best graded schools.

* * * The studies pursued are arithmetic, algebra, grammar and analysis, physical and descriptive geography, rhetoric, physiology, history, reading, spelling, and penmanship. * * *

The musical department is rapidly advancing under the efficient management of Jacob Niermeyer, who is himself blind, and was educated at the Iowa College for the Blind. The choirs and

band meet every afternoon on alternate days, while practice and lessons on the different instruments are in progress continuously throughout the day.

Two pianos, an organ, flutes, and violins, make up the equipment, and are in almost constant use by the pupils. The blind as a class readily acquire a knowledge of music.

Few but can master some department of it, and statistics concerning the graduates of the older institutions of our country have proven that they can and do use their musical education to greater advantage than any of their other acquirements. Some, especially proficient, are able to take charge of similar departments in our public schools and academies, others secure employment as organists in our churches, and others still contribute largely to their support by giving lessons on the different instruments at their homes, while all use the knowledge acquired to relieve the dreary monotony and ennui which fall to their lot, and are able to contribute vastly to their own happiness and that of their friends.

In the industrial department the boys and young men are required to spend a certain number of hours each day at the trades taught. Besides the making of brooms, we are this term teaching cane-seating. The pupils experience no difficulty in acquiring a thorough knowledge of either trade, and are able in a comparatively short time to do first-class work.

As soon as the number of pupils will admit, we intend to introduce other trades.

The girls and young ladies are instructed in all kinds of sewing knitting, crocheting, bead-work, and so forth. Several have learned to operate the sewing machine with remarkable ease and facility, being able to perform all kinds of work upon it with but slight assistance, and take necessary care of the machine. Much of the seamstress work, such as the hemming of towels, sheets, etc., is all done by them. * * * Having accommodations for a much larger number than are now in attendance, and there being many blind in the State who are not in the school, means should be taken to secure their attendance.

The Principal desires the people to interest themselves in behalf of the blind and the success of this institution, and will

gladly receive information concerning any who are entitled to the benefits and privileges of the school.

A STATE REFORM SCHOOL.

It is generally conceded that crime and vagrancy are on the increase. It is believed, too, that this increase is largely among the young. How may this increase be checked? What can be done more than we are doing to cut off the sources of this rising current of vice, in the young? Our public schools do much in this direction; and if our teachers were all as worthy examples of a true life as many are, much more might be done. But, however useful our public schools may be as conservators of good morals, and as a means of keeping our youth from turning into the ways of vice, they are not a valuable reformatory agency.

There is a class of vicious boys and girls, especially in our towns, who are not, cannot be reached by them.

Outside the influence of schools and churches, two distinct means of preventing crime and decreasing the number of criminals are in use; the Penitentiary and the Reformatory, or Reform School. Nebraska has spent many thousand dollars on the former; not a cent on the latter.

In well managed Penitentiaries, at least two points are aimed at: 1, to punish offenders so as to deter others from like offences against the laws, and 2, to reform the offenders so that when again let loose in society they may be disposed to live an honest life.

In Reform Schools, the reformation of the criminal is the great end sought. Experience has shown that even when managed with the largest philanthropy, and the most benevolent zeal, the Penitentiary is not a very successful reformatory agency. The jail is much worse. Young criminals are frequently sent to jail several times for petty offences before they commit a crime of sufficient magnitude to send them to the Penitentiary. In the common jail or city prison, all sorts and ages of criminals mingle together, and the young are demoralized more and more by association with the profligate and abandoned.

In the report of the Minnesota Reform School, mention is made of two brothers who were convicted of some crime. On account

of a difference in age, one was sent to the Penitentiary and one to the Reform School. The one sent to the Penitentiary served two years, was discharged, committed a similar offence and was sent up again. The other, who was sent to the reform school, reformed, learned a trade, and has for years been leading an honest and industrious life. Many instances similar to this are found in the history of juvenile vice and crime. And there is reason for it. A person who has been in the Penitentiary always carries a stigma upon him which it is difficult for him to remove, and which is a great hindrance to his permanent reformation. And further, persons are not usually sent to the Penitentiary till they have become pretty hardened criminals, or have reached an age when reformation is hardly to be expected.

Reformation to be permanent must usually begin in youth. Experience in reform schools shows that boys under fourteen are nearly all reformed; while above that age the proportionate number of failures rapidly increases.

Reform Schools are essentially a modern institution; yet the results achieved by them are something marvellous. The Ohio Reform School, in 18 years, from 1857 to 1875, had 2,200 inmates. Of this number over 1,800 had been discharged, and a large part of them were thoroughly reformed. Who can compute the crime, loss of property, vice and misery prevented in the State of Ohio by the reformation of from 1,200 to 1,400 of her most active and energetic youth. Who can tell the aggregate moral, social, and political value to the State of this recreation of self-respect, honest purpose, and desire for a better life in these hundreds of young souls going swiftly down to ruin. Take another example from hundreds that might be quoted. The Indiana Reform School for girls, in a single year, restored 25 outcasts to their friends. The father of one of these writes to the principal of the school, "accept my eternal gratitude for what has been done for my daughter. I never can repay you the debt I owe."

Mrs. Martha Canfield, who a few years ago, under direction of the National Bureau of Education, visited all the leading reform schools in this country, gives it as her deliberate conviction that at least seventy-five per cent of all the youth sent to these institutions had been reclaimed.

It is well to remember in this connection, that most young criminals are the children of vicious parents, or have been neglected in youth, brought up among the vicious and criminal, taught no regular employment, seldom or never sent to school, and generally shut out from the influences that tend to build up character and repress the tendency to vice. Take such away from their vicious and degrading associations, surround them with cheerful, kindly associates, give them a chance to taste the rewards of steady industry and earnest application, and bring to bear upon their young hearts the powerful influence of a great heart, warm with a desire to do them good, to save them from themselves, and we begin to see where the power of the true reform school lies.

Nebraska has made a noble beginning in the building of charitable institutions. Our lunatics, our blind, our deaf and dumb, are provided for in institutions broadly planned and liberally supported. It remains to complete this circle of charities by the establishment of a reformatory for juvenile delinquents. But though a reform school may be considered a charitable institution, and is so far as the inmates are concerned, yet its establishment may be defended on grounds of economy to the State. All experience shows that it is cheaper to reform criminals than to punish them. But we will be compelled to do one or the other.

At the last session of the legislature a bill was offered to provide a reform school for the State. As it is likely that a similar move will be made this winter, this is an appropriate time for some suggestions concerning the best plan for such an institution. Among the important things to be considered in building up a successful reform school are the following:

1. There should be no ulterior purpose served by its establishment. It should not be built in the interest of any sect, party, individual, or town; its sole purpose should be to do the greatest possible amount of reformatory work. The location should be on a large farm, in a healthful place, where there is an abundance of pure water. It should be two or three miles from a railroad station, for the convenience of access, but should *not* be too near any large town from which the inmates are likely to be taken.

2. THE BUILDINGS first erected should neither be expensive nor

showy, but neat, healthful, comfortable, and home like. Room for the Principal and his wife, with one or two assistants, and a dozen pupils, is enough to start with.

It is of the utmost advantage in building up a school of this kind, to begin with a small number, so that the Principal may be able to bring his personal influence to bear upon each pupil. Should a large number enter the school at once, it would be difficult—in most cases impossible—for the Principal to acquire that intimate acquaintance which will enable him to mould the spirit of the school into the right shape. When once the first inmates are brought into harmony with the new order of things, and the greater part learn to love and respect the Principal, then new pupils may be introduced, but not too rapidly. The sentiment of the school must always be kept on the side of order and good morals. The traditions of school life, the spirit which pervades a school, is a powerful factor in shaping its destiny, and giving new purpose to those who for the first time are brought within its influence.

I have known at least one reform school, begun with great hope and at large expense, entirely fail for want of attention to this point.

3. Abundant provision of work for the inmates should be made. The influence of steady labor as a reforming agency can hardly be overestimated. Mr. Dugdale remarks, as the result of a long and careful study of crime and criminals, that the "most conspicuous and uniformly noticeable trait of the true criminal is, that he seems to lack the element of continuity of effort." This lack is supplied in the reform school by systematic, steady, intelligent labor, to which the pupil is subjected. Of course this labor may be made to some extent remunerative, but its chief value must be found in its reforming influence upon the pupils.

Of the various kinds of labor within reach of such an institution, farm work is by far the best. It is healthful and cheerful, and takes the boys away from the bad influences that are apt to spring up where many are congregated.

But trades should also be taught, so that when the pupils leave the school they may have a means of earning a living. For teaching mechanical arts, the Russian system of shop work may be

found the most available. It certainly is very much the cheapest yet devised.

4. The intellectual instruction should be excellent in quality rather than abundant in quantity. Mental activity, sound judgment, and ability to apply knowledge to business should be sedulously cultivated.

5. When the material furnishing of the school is provided, it should be put into the hand of a man of large-hearted benevolence and love for the work. This is the most important of all. There is no other reformatory agency so powerful in its effects upon vicious children as the personal influence of a true life earnestly devoted to their welfare. The loving warmth of a true heart projects its saving power into the life of the young criminal, as the sun by its beams burns up the rank mould and stimulates a healthy and natural growth of plants adapted to thrive in its beams.

THE VALUE OF EDUCATION TO WORKING MEN.

The school law, in defining the duties of the State Superintendent, among other things directs "that he shall deliver lectures upon topics calculated to subserve the interests of popular education." In following this direction I have spoken during two years in more than half the counties of the state, and to many thousand of our citizens and teachers. In the course of this work, I have tried to discover the obstacles to the progress of our educational system, and something of available means of removing them. My observation leads me to believe that the chief difficulties we now meet with in trying to improve our schools are two: 1. An inadequate or false idea of the relations of learning to labor. The opinion is still held by many, that education is desirable, necessary even, for those who are to enter professional life, but not of equal value to those who are to follow a life of labor. By such persons, education is thought of not as a means of *fitting* young people for a life of manual labor, but rather as a means of escaping from it.

2. The second difficulty is a want of just understanding of what a good education really is.

These difficulties can be removed only by a long continued systematic effort to give the general public juster views and sounder opinions. Already we have made some progress in this direction, but much remains to be done.

The teachers' institute, with evening meetings for the general public, furnishes an opportunity for enlightening the people on these and kindred subjects, of which too much cannot be made. In urging upon working men the value of learning, the following among other considerations have been adverted to.

If we compare an educated with an uneducated man in regard to their ability to make a living and get on in the world we find:

1. *An educated man is easier instructed in any industrial pursuit:*

Both mental and bodily exertion are necessary in all kinds of work. An educated man comprehends better the principles of his trade and acquires a mastery of it sooner than an ignorant one. Mental activity leads directly to increased dexterity, and gives greater power of concentration upon a given purpose.

2. *An educated man can adapt himself to changed circumstances or new employment easier than one not educated.*

An educated man is more self directed, not so much the creature of circumstance and accident, as the uneducated. The introduction of new machinery changes in the fashion, the failure of mines, opening of new fields to the agriculturist—these and many other things produce great fluctuations in employments and render a change of work or of place, or of both, on the part of large numbers of workingmen, imperatively necessary. Here it is that the trained intelligence of the educated, well informed man comes in play and enables him to look about him intelligently and when necessary, to change his work judiciously.

3. *An educated man can do work more economically.*

He understands better the materials he uses, the process he employs, the end he is working towards, and thus he can work to better advantage. Following no slavish routine, he is on the alert to discover cheaper and better methods of doing work; and in this effort he improves processes and invents machines. Besides, he is more self directed and needs less supervision than an

ignorant man, and on this account his labor is worth more in the market.

4. *Educated men are needed to manage the labor saving machinery now in use.*

Nothing in our industrial condition is more remarkable than the rapid spread of the use of machinery. Farming in the west could not be carried on without machinery. A few years ago the entire stock of tools used on a farm of one hundred acres would not cost as much as a common mow^{er} now does. But now we have mowers, reapers, harvesters, headers, shellers, threshers, planters, etc., until in some cases the machinery found on a farm has cost more than the farm itself. In the old times, if a blundering mower broke his scythe that cost a dollar, it was a small matter; but now if he smashes a mowing machine which costs a hundred, that one break may cost the owner more in time and repairs than a month's work of the laborer. It requires but little consideration to show the increased need for intelligence and cultivated brains which modern labor conditions require. I have no doubt but that a very moderate increase in the amount of education given to our farm hands, provided that increase is of the right kind, would double the average profits of farming every year, simply from the saving effected in the wear and tear of machinery.

5. *Education helps producers to take advantage of the best markets.*

I have in mind a farmer who was for many years engaged in merchandising where he learned to study closely the markets. Still retaining that habit, which his general intelligence renders easily done, he usually sells his grain for more than any one of his neighbors.

6. *We need educated laborers to enable us to hold our own with those who compete with us for the privilege of supplying foreign markets.*

The industrial system of the world has now become so complicated that no nation is independent of the others. We must push our products into as many markets as we can and; our profits will depend upon making production as cheap as possible. And as in competition among individuals the intelligent workman generally wins the prize, so in competition among nations,

that nation which has the most intelligent workmen will usually win the day. Mr. Faucet tells us that many trades—lock making, for example—of which Birmingham once had a monopoly, have now come to the United States; because, though higher wages are paid here, the superior intelligence of the workmen justifies this higher wages, and still leaves the manufacturer a larger margin of profit than in Birmingham.

7. *An educated man is less injured by the monotony resulting from the division of labor in manufacturing establishments.* In the great workshops, each workman performs but a part of any complicated process; and he does this over and over day after day in one monotonous round. The tendency of such employment is to belittle the mind and to discourage intellectual activity. An educated man, especially, if he has formed a taste for reading, will find means of gratifying his desire for intellectual activity outside of working hours. But the uneducated workman who has not learned to find enjoyment in reading, will be more likely to seek recreation on the street or in the saloon. The uneducated man is thus slowly but surely brought under the influence of unintelligent companions, and is liable to sink in the scale of manhood. The educated man is quite as likely to rise, and to become a better workman, a more reliable citizen, producing more, wasting less, living more decently, sensibly, and happily.

8. *Education tends to elevate the thoughts of the workingman, to give him more self-respect, and well founded self-confidence.* These all tend towards the development of the highest style of manhood. They tend to make a man more industrious and more saving, and give him a taste for a higher and more rational class of amusements. Such a man is a more satisfactory man to employ, and when work is scarce, is among the first to find employment. An intelligent man rarely becomes a pauper. His intelligence begets forethought, which in turn becomes the parent of thrift and economy. It is such as he who build the happiest homes in this favored land, where cheerful saving and intelligent industry drive away the fear of want.

Table showing names of counties, name and post-office of county superintendents, number of districts and total enrollment on census list of 1877 and 1878, children attending school in 1878, number of districts with six months or more of school; text book statistics, and compensation of county superintendents.

COUNTIES	COUNTY SUPERINTENDENT	P. O. ADDRESS	DIS-TRICTS		NO. OF CHIL-DREN BTW'N 5 and 21		No. children en-rolled in schools in 1878.	Dis with 6 months or more of school.	Average number days school.	No. districts using state list of books	No. furnishing free text books.	No. of teachers' institutes.	EMPLOYMENT OF COUN- TY SUPERINTENDENT				
			1877	1878	1877	1878							No. of visits	Days em- ployed.	Compen- sation per day.	Total com- pensation per an- num.	
Antelope....	H. J. Miller.....	Neligh.....	21	26	500	621	449	20	77	...	...	...	46	86	3.50	300.00	
Adams.....	L. Darling.....	Hastings.....	59	61	1571	2043	846	5	.....	...	...	...	51	...	3.00	380.00	
Buffalo.....	John Swenson.....	Kearney.....	33	43	1091	1334	982	30	119	...	...	...	48	30	4.00	364.65	
Boone.....	W. A. Hosford.....	Albion.....	21	23	475	607	486	...	...	...	...	...	...	...	3.92	...	
Burt.....	W. E. Drury.....	Decatur.....	52	52	1763	1831	1429	39	108	41	...	1	101	209	.....	628.50	
Butler.....	A. C. Fenderson.....	David City.....	61	64	1926	2295	1555	62	131	50	4	...	83	114	3.00	341.00	
Cass.....	D. D. Martindale ..	Louisville.....	83	81	4260	4586	3224	20	129	23	1	2	59	300	3.00	1202.00	
Cheyenne..	D. Herlihy.....	Sidney.....	1	1	161	163	128	26	...	1	...	...	1	3	4.00	9.00	
Cedar.....	R. T. O'Gara.....	St. Peters.....	26	27	941	1019	697	...	137	26	...	...	13	18	3.00	101.50	
Clay.....	J. D. Newell.....	Glenville.....	64	65	1844	2351	1702	20	104	1	4	...	39	129	3.00	517.00	
Colfax....	J. Sprecher.....	Schuyler.....	49	51	1636	1881	1328	17	96	42	...	2	51	131	4.00	525.00	
Cuming....	M. J. Hughes.....	West Point.....	42	44	1590	1625	1044	1	121	41	1	1	.....	.....	4.00	.....	
Custar.....	E. D. Ewbank.....	Douglas Grove..	...	2	.....	50	37	8	90	...	...	...	1	.....	3.50	.....	
Dawson.....	W. H. Lengel.....	Plum Creek....	26	25	404	872	282	11	112	16	8	...	28	125	3.00	500.00	
Dakota.....	J. Zimmerman.....	Dakota City....	31	33	1255	1254	984	17	105	25	...	1	42	67	4.00	187.00	
Dixon.....	A. S. Palmer.....	Ionia.....	47	51	1396	1544	1134	39	99	...	...	...	25	.....	3.50	.....	
Dodge.....	Geo. W. Simpson...	Fremont.....	62	64	2861	3090	2174	32	149	11	4	2	111	201	3.50	749.65	
Douglas.....	J. J. Points.....	Omaha.....	44	48	6479	7267	4196	39	137	41	...	1	81	269	3-5	1283.00	
Fillmore...	J. B. Lewis.....	Geneva.....	77	77	2063	2439	1937	7	112	...	...	...	88	220	4-5	880.00	
Franklin...	R. F. Miller.....	Macon.....	36	39	794	1007	660	...	82	...	...	1	35	89	4.00	268.50	
Frontier...	Benj. Kirby.....	Stowe.....	3	6	80	95	47	6	60	7	4	5	...	...	3.00	.....	
Fu nas....	E. N. Allen.....	New Era.....	28	27	526	633	493	41	...	...	...	2	21	...	...	.....	
Gage.....	M. Weaverling.....	Beatrice.....	68	87	2333	2765	2196	...	135	65	1	12	82	267	3.50	801.50	
Greeley.....	Mansel Davis.....	Scotia.....	3	9	78	177	69	...	59	...	...	...	5	7	3.00	21.00	
Gosper.....	J. E. Chambers.....	Davidsville.....	6	6	40	103	56	...	65	...	...	...	1	4	3.00	41.00	
Hall.....	James Ewing.....	Wood River.....	54	58	1660	1863	...	6	111	58	...	1	60	125	3.50	375.00	
Hamilton .	E. B. Barton.....	Aurora.....	72	78	1530	1798	1218	28	99	60	2	1	35	136	4.00	544.00	
Harlap...	J. H. Lohr.....	Republican.....	35	40	786	911	574	8	72	...	...	1	17	55	3.50	192.50	
Hitchcock	C. A. Gesselman ...	Culbertson.....	2	1	32	84	14	...	60	...	...	...	1	2	3.00	6.00	
Holt.....	John P. O. Monell..	Paddock.....	5	5	105	127	52	...	...	...	...	...	...	...	3.00	.....	
Howard....	H. C. Parker.....	Dannebrog.....	28	30	643	839	.....	3	69	...	...	1	25	70	3.00	210.00	

Jefferson....	W. H. Chamberlain	Fairbury.....	58	59	1677	1957	1408	82	124	...	...	1	31	290	3.50	870.00
Johnson....	Geo. B. Foster.....	Tecumseh.....	66	64	2047	2239	1334	23	104	...	1	4	54	126	...	440.00
Keith.....	P. J. Lauery.....	Ogallalla.....	1	1	27	27	...	...	...	...	...	...	...	...	4.00	...
Kearney....	J. H. Sears.....	Lowell.....	11	18	291	445	165	5	92	13	...	...	14	33	3.00	134.00
Knox.....	T. J. Buckmaster...	Niobrara.....	17	20	381	490	302	5	83	...	...	...	123	37	5.00	93.00
Lancaster..	S. G. Lamb.....	Lincoln.....	91	102	4855	5673	8775	55	114	49	6	...	06	192	...	960.00
Lincoln....	Chas. McDonald...	North Platte....	5	7	503	591	930	5	125	...	...	...	7	...	4.00	...
Madison....	Geo. S. Husford.....	Battle Creek....	47	46	1237	1396	874	9	84	49	...	1	41	51	3.00	204.00
Merrick....	John Patterson.....	Central City.....	46	46	1240	1368	1211	32	131	8	1	8	81	134	3.00	402.00
Nemaha....	Philip Crother.....	Brownville.....	73	75	3431	3614	2501	44	128	8	1	8	46	160	4.00	480.00
Nuckolls..	H. H. Williams.....	Superior.....	29	30	608	786	574	17	123	28	1	2	128	83	5.00	332.00
Otoe.....	A. Bowen.....	Nebraska City..	81	83	4540	4744	8091	28	127	81	1	2	06	155	3.50	775.00
Pawnee....	Wm. Balance.....	Pawnee City....	55	56	2050	2162	1786	37	127	5	6	1	50	114	...	399.00
Phelps....	N. C. Christianson..	Keen.....	9	9	70	121	80	22	22	...	...	...	...	...	3.00	...
Pierce....	Amos E. Seely.....	Plainview.....	10	10	179	189	142	7	136	3	4	...	21	48	4.83	144.00
Platte.....	S. L. Barrett.....	Columbus.....	47	59	1912	2266	1493	10	90	...	5	...	57	186	3.20	466.50
Polk.....	Simon Barrows.....	Osceola.....	52	55	1239	1476	1107	24	91	...	...	1	31	195	3.00	624.00
Red Willow	S. F. McDonald....	Indianola.....	15	15	169	186	133	2	53	4	2	1	8	12	3.00	36.00
Richardson	S. S. Jones.....	Rulo.....	91	92	4827	5045	3700	40	...	...	...	...	70	168	3.90	505.50
Saline....	Thos. L. Dickson..	Crete.....	98	102	3388	3891	2291	36	92	...	2	1	109	248	4.00	994.00
Sarpy.....	M. Langdon.....	Forest City.....	31	34	1467	1533	1072	20	143	30	5	1	61	158	3.00	553.00
Saunders...	J. A. Smith.....	Wahoo.....	96	101	4134	4523	3169	44	100	90	2	1	88	219	3.00	657.00
Seward....	J. D. Messenger.....	Seward.....	62	83	2722	3078	2081	30	99	83	...	...	70	250	3.00	750.00
Sherman....	H. A. Gladding....	Loup City.....	16	18	210	267	117	29	29	...	...	...	6	30	5.00	150.00
Stanton....	S. B. Muchmore...	Stanton.....	19	20	520	525	395	11	106	22	...	3	27	...	3.00	...
Thayer.....	James Dinsmore..	Hebron.....	44	50	1050	1269	897	22	105	42	6	2	53	204	3.50	715.75
Valley.....	M. Combs.....	Arcadia.....	8	14	260	328	267	6	105	4	...	1	5	...	3.00	23.50
Washingt'n	I. N. Jones.....	Blair.....	44	45	2497	2636	1844	36	133	4	...	1	85	168	4.00	692.00
Wayne.....	D. C. Patterson....	La Porte.....	8	8	112	124	70	5	120	...	...	...	14	...	...	...
Webster....	A. A. Pope.....	Red Cloud....	53	63	1299	1736	1011	11	68	...	...	...	58	109	3.00	327.00
York.....	J. E. Cochran.....	York.....	74	81	2246	2617	1773	36	...	81	...	2	82	205	3.00	625.00
62 Counties			2496	2690	92161	104017	62785					66				

Table showing by counties receipts, expenditures, value of school property, indebtedness, money paid teachers, total wages of teachers, and apportionment by county superintendents, for the year ending April 1, 1878.

COUNTIES	RE-CEIPTS	EXPENDI-TURE	VALUE OF PROPT'Y	INDEBTEDNESS		PAID TEACHERS		TOTAL WAGES OF TEACHERS		APPOR-TIONED BY CO. SUP'T
				BONDED	FLOATING	MALES	FEMALES	MALES	FEMALES	
Antelope....	\$ 2297 70	\$ 2997 70	\$ 5970 00	\$ 5000 00	\$ 1032 70	\$ 847 36	\$ 1045 03	\$ 1290 50	\$ 1383 73	\$ 933 32
Adams.....	13409 66	13409 66	32583 08	54108 00	3665 48	3092 25	4664 89	3684 00	5559 43	3982 88
Buffalo	14290 57	15063 63	23986 80	11710 00	1465 50	2340 27	4852 75	2340 00	5174 30	2171 14
Boone .....	.....	.....	.....	.....	.....	.....	.....	.....	.....	872 59
Burt	20977 70	20977 70	34509 00	10000 00	.....	4845 84	4585 84	4960 25	4706 60	3680 30
Butler	27068 21	27078 47	25360 44	9070 00	6265 45	5512 19	5223 62	.....	.....	3727 82
Cass	36310 50	36310 50	77823 50	11980 65	9798 74	11190 71	6830 67	12083 99	6535 00	9208 06
Cedar.....	8243 74	8277 50	15288 25	.....	.....	3906 91	2198 50	3950 50	5439 00	1839 72
Cheyenne ..	1852 00	.....	1100 00	.....	.....	800 00	500 00	800 00	500 00	209 91
Clay	20432 08	18146 94	36652 27	29085 02	2575 19	4091 77	5647 76	4090 77	5076 79	3970 16
Colfax	18451 77	18451 77	23603 09	13880 00	3237 75	5950 66	3242 00	5946 71	3552 77	3569 16
Cuming	22273 35	23273 35	27809 90	330 00	2847 75	7417 50	2855 00	7227 75	3213 00	2920 38
Custar .....	.....	60 00	200 00	.....	60 00	.....	60 00	.....	120 00	209 91
Dawson	7778 90	7778 90	19079 90	14475 00	2717 43	2225 79	1020 44	2540 75	1136 50	879 43
Dakota	11552 91	11552 91	22510 00	408 73	120 00	3097 83	3076 84	3026 75	3233 84	3084 82
Dixon	13739 20	13739 20	14780 50	700 00	5932 92	2762 02	3491 14	3009 95	3699 50	2987 77
Dodge	35748 86	35748 86	42389 00	1395 00	6619 40	6933 74	10607 67	6933 74	10607 67	5873 26
Douglas	92890 86	92890 86	435925 00	154337 50	7612 71	12039 00	34684 00	11711 75	34831 94	13982 90
Fillmore.....	26695 89	26695 85	37691 28	30509 36	6847 35	5292 74	5882 11	4837 00	6505 95	4505 40
Franklin ...	4418 58	4341 04	6777 10	7540 00	1906 43	1648 18	954 04	1820 12	1034 50	1993 38
Frontier.....	94 72	127 82	126 50	.....	49 68	75 42	58 49	153 75	54 29	62 93
Furnas	3306 35	3306 35	3091 60	.....	.....	811 46	1076 84	962 65	1381 73	1923 56
Gage.....	36592 39	36592 39	44446 00	10869 50	3004 56	8502 11	7688 65	8903 82	7291 57	4980 19
Greeley.....	591 98	591 98	1245 00	.....	488 72	70 78	188 10	90 00	285 00	143 28
Gosper.....	122 68	122 68	5 00	.....	300 46	68 46	40 00	.....	242 00	85 46
Hall	24603 63	24465 21	22190 35	13840 63	2002 26	5479 68	3986 52	4906 43	2421 30	3478 57
Hamilton ..	26427 20	26427 20	17843 74	5586 00	5445 44	4031 23	4487 27	3983 38	4578 47	3500 38
Harlan	3583 43	3211 62	2169 00	1500 00	1738 93	578 59	1480 26	752 36	2116 89	1647 97
Hitchcock..	55 48	.....	.....	.....	246 25	90 00	.....	90 00	.....	49 18
Holt .....	.....	.....	.....	.....	.....	.....	.....	60 00	120 55	192 87
Howard	4793 95	4794 95	10614 00	16300 00	.....	882 94	1661 93	1105 85	1480 00	1460 00
Jefferson ...	26649 62	26649 62	28072 00	13905 10	2405 94	5277 06	4718 31	5141 50	4712 92	3645 24
Johnson	20663 57	20663 57	36770 60	6709 00	3423 25	4986 56	4316 95	5848 80	4647 65	4410 66
Keith.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Kearney....	5619 00	5619 00	6122 00	6560 00	1034 81	1012 50	411 00	1189 50	426 00	607 01
Knox.....	6995 78	6995 78	6968 25	100 00	1741 17	1506 93	1065 50	1640 00	1157 50	684 06

Lancaster...	56951 27	56951 27	95951 50	7398 00	11858 70	8809 58	14033 89	8422 48	14294 70	13568 46
Lincoln...	8228 98	8228 98	11100 00	480 00	3538 48	2026 45	2796 69	1600 00	2855 00	734 32
Madison...	6729 13	6729 13	10529 00	8800 00	2782 00	1642 43	2177 45	1703 50	3030 18	2718 29
Merrick...	18131 15	18131 15	36974 45	15932 96	2345 41	5769 89	8383 92	5782 83	3756 62	3436 07
Nemaha...	29582 32	29869 38	49857 95	10758 60	9422 97	6530 78	8788 71	6532 61	8650 16	6314 48
Nuckolls...	13379 88	13437 73	16283 00	4895 00	956 36	2481 76	2763 20	2480 31	2779 50	1116 96
Otoe...	31645 76	31645 76	45316 00	8128 50	2049 51	8066 25	7023 44	7941 85	7648 50	9290 20
Pierce...	7451 11	7451 11	8861 00	.....	833 40	1751 11	782 84	1570 00	865 60	432 78
Pawnee...	21158 05	21158 05	44058 00	20004 65	7729 50	3981 50	4668 79	4077 85	5452 50	6108 20
Phelps...	102 05	.....	3050 00	.....	.....	102 55	35 57	.....	.....	96 00
Polk...	11867 85	14867 85	22076 59	3670 00	1680 78	3514 37	3516 59	3525 36	3949 55	2707 44
Platte...	20320 76	20320 76	19082 00	16375 00	8082 13	4149 15	4115 52	4011 00	4903 00	5720 87
Richards'n	37846 54	26581 10	79511 10	28145 00	6318 55	8674 60	8863 98	9828 85	9512 51	8920 25
Red Willow	1006 34	1006 34	430 00	.....	262 01	354 17	518 22	390 00	392 00	523 50
Saline...	35273 32	35273 32	37720 90	26735 79	5398 43	7942 68	6646 24	8202 97	7562 00	9747 27
Sarpy...	20259 99	20259 99	38021 60	7900 00	4763 33	5210 53	3399 75	5740 99	3576 40	3643 75
Saunders...	32102 56	32102 56	55662 95	25927 05	7322 16	7778 45	8467 63	8269 72	8671 69	8702 46
Seward...	26878 02	26878 02	37107 40	31016 90	6111 58	4735 02	6455 81	4707 45	7314 50	5570 10
Sherman...	461 66	461 66	3935 00	20000 00	7592 79	214 49	236 24	367 50	346 00	471 66
Stanton...	11404 02	11404 02	11921 20	200 00	807 72	3187 21	952 08	3008 65	1166 33	1087 96
Thayer...	23669 94	23669 94	22608 45	24490 09	3166 24	4465 04	8690 87	4246 20	3869 00	2045 53
Valley...	863 82	837 27	3393 00	7700 00	3991 28	47 67	399 73	715 50	1090 00	531 38
Washington...	31984 38	31974 38	45675 00	13138 00	8428 13	4513 95	8233 64	4558 81	7288 14	5820 51
Wayne...	7356 15	7356 16	6463 00	.....	32 00	687 00	773 00	687 00	773 00	207 73
Webster...	6518 15	6518 15	11480 50	.....	.....	1428 40	2991 00	1911 50	3300 00	2619 29
York...	19454 26	19343 65	20726 00	.....	.....	.....	.....	3988 31	5167 12	4889 99

SUMMARY OF STATISTICS. FIRST TEN YEARS OF THE SYSTEM.

	1869.	1870.	1871.	1872.	1873.	1874.	1875.	1876.	1877.	1878.
Number of organized counties	29	31	35	48	59	60	60	60	61	62
Number of school districts	598	797	1028	1410	1863	2215	2405	2518	2496	2690
Number of school houses		298	558	787	1138	1516	2018	2195	2212	2231
Children of school age	26407	32789	41071	51123	63108	72991	80122	86191	92161	103161
Average number in each district.....	43	41	40	36	33	33	33	34	37	38
Number of children attending school		12791	23265	28786	37872	47718	55423	59996	56774	62785
Per cent of attendance		39	56	56	60	60	69	70	61	60
Number of male teachers		267	560	773	1046	1252	1504	1468	1571	1609
Number of female teachers.....		269	520	739	1176	1483	1587	1898	2153	2121
Number of days taught by male teachers		18931	41411	55996	75996	90430	111393	109577	121403	109347
No. of days taught by female teachers		18436	36024	55901	82796	106472	121728	135971	160011	145546
Av. No. of days taught by each teacher.....		70	72	74	72	72	96	95	88	85
Number of graded schools.....					21	32	88	56	61	47
Total wages paid male teachers..... \$....	\$ 26650 13	\$ 81264 73	\$ 107818 69	\$ 149511 13	\$ 171776 86	\$ 222994 49	\$ 219420 00	\$ 220962 42	\$ 208957 13	
" " paid female teachers.....	31088 30	65992 74	93677 75	140341 77	171029 40	210748 51	230140 00	236085 28	235342 97	
Average wages per month, males	28 16	39 24	38 50	39 86	37 98	38 60	37 14	35 46	34 65	
" " " females	33 72	36 64	33 40	33 90	32 12	33 10	32 84	31 80	25 75	
Value of all school property.....	178604 84	420936 66	817163 59	1167103 87	1553928 15	1848239 00	1585736 60	1862385 88	1806466 66	
Total receipts.....	167597 95	371888 73	537680 39	901189 94	988740 20	928188 00	1093275 39	1026583 34	849300 45	
Total expenditures.....	163930 84	365520 36	534095 97	915076 39	1004937 03	1054817 09	1098974 75	1027192 21	936931 98	
Total indebtedness	31637 09	73469 63	176075 85	649307 77	918955 01	1054817 09	1048058 66	1039546 68	1036245 02	
Amount apportioned from State fund. ...	\$ 57982 50	138849 40	157495 11	167493 11	176461 98	292471 49	241167 53	188025 80	169281 83	205014 97